

# **Scriber Lake High School**

## **Course Catalog**

### **2023-24**



**Dressed to Impress - Lenora Menzie**



**Edmonds  
School District**

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## **MESSAGE FROM THE PRINCIPAL \***

We want your high-school experience to suit you as a learner, to help you identify your strengths, skills, and talents so that you can pave the path to the future you want. It is so important to take time in preparing to make each step toward graduation filled with purpose and meaning.

Selecting a course of study is an important endeavor and responsibility, one you should take time to explore with your Family teacher and at home with your family. Also, by being fully engaged with your High School and Beyond Plan through your Graduation Planning meetings with your counselors, class presentations by the Career and College Readiness Specialist and counselors, and in your Personal Finance class, you will be developing a focus on what interests you have and exploring the courses at SLHS that can help you get to where you want to go after graduation. You also should carefully review the changing graduation assessment requirements and credit requirements, based on your graduation year.

Whether you are considering a four-year college or university, a community college, a vocational school, military service, or plan to go straight to a career, these choices matter. This course catalog is designed to be essential in moving you closer to the future you want, and taking time to become familiar with it will serve you well in aligning our school's offerings to your educational goals. Outlined in this document, you will find requirements for graduation, classes that count for college entrance, classes that fit into your chosen pathway, and much more. Familiarizing yourself with the process of registration and the credit requirements will make the process work to your best advantage. Our counselors are skilled and experienced at advising and registering students for future classes. Please do not hesitate to ask questions or set up an appointment to get further guidance from your school counselor as they truly are our resident experts. With proper planning you too will have a positive and purposeful high-school experience.

Sincerely,

Mike Piper  
Principal

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## HOW TO REGISTER

Each year students are asked to select courses they wish to take for next school year. Careful thought should be given to course selection as fall offerings are dependent upon student pre-registration in the spring.

1. Review graduation requirements - check on [Skyward Family Access](#) for your Graduation Requirements Report.
2. Use the course planning sheet to help make selections.
3. Discuss your choices with parents/guardians, counselor and/or teachers. Math, English, and other specific classes may require other prerequisites.

## COURSE FEES

The school district will provide each student with the materials and supplies necessary to learn basic skills taught in their classes. However, some classes may require the student to pay a fee for consumable materials.

If a student is unable to work out satisfactory arrangements for payment of these fees, contact the school counseling office for assistance. Funds may be available to pay for fees for students who need support, including all students who qualify for the Free and Reduced Meals Program. Students or guardians may need to provide the district-generated "Eligibility Notification Letter" provided by the Food Service Office.

## NAVIANCE

Edmonds School District uses an online service called Naviance to help students plan for high school, college and career. Students can access [Naviance](#) from the Scriber Lake High website using their school Google credentials. Naviance provides students with personalized services like:

- \* Get updates about events at school.
- \* Complete assigned tasks as part of their High School and Beyond Plan.
- \* Research colleges, enrichment programs, and scholarships.
- \* Work through the college application process.
- \* Take personality and interest assessments.
- \* Research careers.
- \* Create a resume.
- \* Set academic and personal goals.

## EARNING A HIGH SCHOOL DIPLOMA

### Edmonds School District Graduation Requirements:

Graduation Requirement	Credits	Notes and Details <i>Use this space to check off semesters completed. 1 semester = 0.5 credits</i>
Art *	2.0	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>One (1.0) credit may be substituted with other courses tailored to the student's post-high school goals and career path.</i>
English *	4.0	English 9 <input type="checkbox"/> <input type="checkbox"/> English 10 <input type="checkbox"/> <input type="checkbox"/> English 11 <input type="checkbox"/> <input type="checkbox"/> English 12 <input type="checkbox"/> <input type="checkbox"/>
Social Studies *	3.5	World History 9 <input type="checkbox"/> World History 10 <input type="checkbox"/> <input type="checkbox"/> US/WA State History <input type="checkbox"/> <input type="checkbox"/> Civics/Econ/Current World Problems <input type="checkbox"/> <input type="checkbox"/>
Mathematics *	3.0	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>Students are required to earn credit in Algebra 1, Geometry, and a third year credit of math. The third year math credit may be Algebra 2 or a math credit tailored to the student's post-high school goals and career path.</i>
Science *	3.0	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>Two (2.0) credits must be successfully completed in the Laboratory Sciences. The additional one (1.0) credit may be completed in the sciences or from an approved list of science equivalency courses tailored to the student's post-high school goals and career path.</i>
Career and Technical *	1.5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Personal Finance *	0.5	<input type="checkbox"/>
Physical Education *	1.5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Health *	0.5	<input type="checkbox"/>
World Language	2.0	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>Two (2.0) credits of World Language may be substituted with other courses tailored to the student's post-high school goals and career path.</i>
Electives	2.5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
High School and Beyond Plan **		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>(check one box for each year of required Naviance Tasks completed)</i>
Graduation Pathways		<i>See Graduation Pathway options listed below under "Additional State Graduation Requirements"</i>
Total Credits Required:	24.0	

- \* Subject area requirements may be satisfied through district approved equivalency courses. An approved equivalency course may satisfy two (2) graduation requirements - one (1) in the curriculum area in which the course is offered and one (1) in the curriculum

area in which the course appears on the district approved equivalency list.

- \*\* The High School and Beyond Plan is a state graduation requirement that begins in middle school. Students will work with their counselor and other staff to create their own individual plan. Students meet this requirement by completing assigned grade level lessons and tasks using the Naviance Career and College Planning system. Students may earn .125 high school elective credits for each year they complete all required grade level Naviance lessons and tasks. Grade level tasks must be completed during the grade level year they are assigned in order to obtain credit.

**Note: This worksheet does not apply to full-IB diploma candidates at EWHS as they have their own, unique, graduation requirements. Please see the IB Coordinator for your graduation requirements.**

## **GRADUATION PATHWAY OPTIONS**

A student may pursue one or more of the pathway options described below to demonstrate career and college readiness as long as the option chosen is in alignment with the student's high school and beyond plan.

### **Statewide High School Assessment Option**

To meet this graduation pathway option, students need to earn at least the graduation score on the high school English Language Arts (ELA) of 2548 and math Smarter Balanced Assessment of 2595.

If determined to be appropriate by their Individualized Education Program (IEP) team, students with an IEP may meet this graduation pathway option with the WA-AIM state assessment with an ELA score of 104 and math score of 103.

### **Dual Credit Option**

Students must earn at least one high school credit in English and one high school credit in math to meet this graduation pathway option. Dual credit courses that qualify for this pathway option are courses that meet core high school graduation credit in English and math, and that allow students to earn college credit at the 100-level or higher. Dual credit programs include College in the High School, Running Start, and Career and Technical Education (CTE) Dual Credit. Students do not have to pay fees or claim college credit to meet this pathway, but they must meet the state or local program criteria or articulation agreement requirements such as earning a particular grade.

### **Advanced Placement (AP)/International Baccalaureate (IB) Option**

To meet this graduation pathway option, the student must pass specified courses with a C+ (2.3) grade or higher in AP, IB, or Cambridge International course; or pass the associated assessment at a specified level. Students must pass at least one course or exam in English language arts and one course or exam in math.

The *Advanced Placement (AP)* courses that meet this option in English language arts and math are listed below. Students must earn a C+ (2.3) grade or higher each term in one of these courses, or score a 3 or higher on the exam associated with these courses.



#### English/Language Arts

- AP English Language and Composition
- AP English Literature and Composition
- AP Macroeconomics
- AP Microeconomics
- AP Psychology
- AP United States History
- AP World History
- AP United States Government and Politics
- AP Comparative Government and Politics

#### Mathematics

- AP Statistics
- AP Computer Science A
- AP Computer Science Principles
- AP Calculus

The *International Baccalaureate (IB)* courses that meet this option in English language arts and Math are listed below. Students must earn a C+ (2.3) grade or higher each term in one of these courses, or score a 4 or higher on the exam associated with these courses.

#### English/Language Arts

- Courses in English Language and Literature
- Courses in Individuals and Societies

#### Mathematics

- Any IB course in mathematics

### **SAT/ACT Option**

To meet this pathway option, students need to earn at least the graduation score established by the Board on the SAT and ACT listed in the table below. A graduation cut-score on the ACT (no Writing) is not available at this time.

Pathway Option	SAT Score	ACT with Writing	ACT (no Writing)
Math	430	16	16
English Language Arts	410	14	N/A

### **Transition Course Option**

For the purposes of graduation pathway options, transition courses are English and math courses that, based on their final grade, allow students to place directly into credit-bearing college level courses (courses with college course numbers of 100 or above), as based on policies and criteria of school districts and applicable institutions of higher education. Bridge to College courses are transition courses. Other courses may qualify based on local placement agreements between districts and higher education entities. Transition courses must meet core high school graduation requirements in English and math.

**Armed Services Vocational Aptitude Battery (ASVAB) Option** To meet the ASVAB graduation pathway option, students with an interest in pursuing military service as a possible career option, must take the ASVAB while in high school and meet the minimum score of 31 on the Armed Forces Qualification Test (AFQT). The AFQT is a component of the ASVAB (not a separate test). Satisfying this graduation pathway option meets requirements in both English and math.

### **Career and Technical Education (CTE) Pathway Option**

A student may meet this graduation pathway option by completing 2 credits of CTE courses within a CTE Pathway that meets specific eligibility criteria and supports a student's post-high

school goals and interests. Satisfying this graduation pathway option meets requirements in both English and math.

The following eligible CTE Pathway options are available for students in the Edmonds School District.

- Aerospace Manufacturing Pathway
- Architectural Design/CAD Pathway
- ASL/Sign Language Interpreting Pathway
- Automotive Technology Pathway
- Biotechnology Pathway
- Business and Marketing Pathway
- Carpentry and Construction Pathway
- Computer Science and Engineering Pathway
- Culinary Arts Pathway
- Education and Human Services Pathway
- Healthcare Professions Pathway
- Horticulture Pathway
- Journalism Pathway (MTHS Only)
- Sports Medicine Pathway
- Visual Communications Pathway
- All programs offered through Sno-Isle Skill Center

More information about course offerings available within these CTE Pathways can be found in the CTE section of your high school course catalog or on the district's CTE website at <https://cte.edmonds.wednet.edu>.

### **Combination Option**

Students may use a combination of different pathway options to meet the requirements for English and math. For example, a student may meet the English graduation pathway option using the state assessment, and the math graduation pathway option using a transition course. The graduation pathway options that may be used in combination are:

- Smarter Balanced Assessment
- WA-AIM
- Dual Credit
- Advanced Placement (AP)
- International Baccalaureate (IB)
- Cambridge
- SAT
- ACT
- Transition Courses

## **POST-HIGH SCHOOL OPTIONS**

The selection of appropriate high school courses is very important in preparing for the entrance into post-secondary education and the world of work. The following are entrance requirements and summaries of post-high school education options:

### **Apprenticeship**

Apprentices spend part of their time in classroom settings and part of the time on the job learning a trade while earning a living wage. The number of available apprenticeships is set by industry demand, and is quite competitive. You must be at least 17 years old, physically capable of doing work, and have a high school diploma or GED. Contact the joint Apprenticeship Training Committee or Union representing the trade for requirements.

[Washington State Department of Labor & Industries Apprenticeship](#)

### **Military**

Military service provides training in a wide range of fields as well as money for college. You must be at least 17 years old (with your parent's/guardian's permission), meet physical fitness requirements, and achieve qualifying scores on the Armed Services Vocational Aptitude Battery (ASVAB) test. See your recruiter for specifics.

### **Vocational/Technical School**

Technical schools offer career-specific education and training. Many offer two-year Associate of Applied Science Degrees as well as occupational certificates that can take six to eighteen months to complete. To apply you must be age 18 and a high school graduate; or have applied for admission through Running Start; or age 16 and not currently enrolled in high school or have permission from sending high school.

### **Community College**

Community college transfer programs allow students to complete the first two years of college in preparation for transfer to a four-year university. Community colleges also offer a two-year Associate Degree as well as career-focused certificates. You must submit an application and complete college placement testing or alternative procedures for placement in English and Math.

### **Four-Year College or University**

The decision to attend a four-year college or university should be made as early as possible. Most four-year universities and/or colleges require a high school diploma or a GED. You also must have completed the minimum high school core requirements as determined by the college or university, submit an application and applicable fee, and submit transcripts or test scores if required. Additionally, many schools require an essay or personal statement.

The following represent the minimum entrance requirements for public four-year colleges and universities in Washington State. **Students are encouraged to take math, science, English, and world language beyond the minimum entrance requirements to make your curriculum as rigorous as possible throughout your four years.**

<b>CADR (College Academic Distribution Requirement)</b>	<b>YEARS OF STUDY</b>
English	4 years
Math (up through Algebra 2)	3 years - including one in the senior year (sequential math placement recommended)
Social Studies	3 years
Senior year math-based quantitative course	1 year
Science	3 years at least one year of biology, chemistry or physics
World Language	2 years of the same (3 years recommended)

Fine, Visual & Performing Arts	1 year
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Colleges and universities consider many factors when making admission decisions such as cumulative GPA, high school coursework, extra-curricular activities and letters of recommendation. While some schools may still require college admissions testing, the majority of colleges and universities no longer hold to that requirement. Because requirements vary among institutions, students are encouraged to closely work with their school counselors as they explore higher education opportunities and the requirements necessary to reach their goals.

## **NCAA ELIGIBILITY**

College-bound students who want to compete at a Division I, II or III school must meet academic and/or amateurism standards set by the NCAA. In order to meet these standards, students must register with the **NCAA Eligibility Center**.

The NCAA Eligibility Center recommends that students register for a free profile page in 9th grade, although students can register through the end of their junior year. Students should find their high school's list of NCAA-approved core courses at [eligibilitycenter.org/course](http://eligibilitycenter.org/course) list to ensure they are taking the right courses. Throughout high school, students should check with their high school counselor to make sure they are on track to complete the required number of NCAA-approved core courses and graduate on time with their class. The NCAA has specific requirements with regard to non-traditional courses and does not recognize ALL Edmonds eLearning Academy courses as approved courses. If taking online courses through Edmonds eLearning Academy, students must request the NCAA approved version of the core course. The NCAA Eligibility Center may accept credit for courses earned in middle school if the course is on the high school's list of approved core courses and is shown on the student's high school transcript with a grade and credit. Additionally, it is the responsibility of the student athlete and parent/guardian to review this information prior to enrolling in high school courses. Application and fee information is available at [www.ncaa.org](http://www.ncaa.org).

Student athletes planning to participate at an NAIA school must register online with the NAIA Eligibility Center and meet NAIA entry requirements which can be found at [playnaia.org](http://playnaia.org). **For more information, see your counselor.**

## **COLLEGE CREDIT OPTIONS IN HIGH SCHOOL (DUAL CREDIT)**

You are expected to make course decisions keeping in mind graduation requirements, your interests, and your educational goals for after high school. College credit options are available in both core academic and career and technical courses in all of our high schools. The following educational opportunities are provided to Edmonds School District students to meet individual academic needs:

### **Honors and Advanced Placement (AP) Courses**

Students may participate in honors courses which will prepare them for more challenging learning opportunities. Advanced Placement courses follow a set curriculum taught at the college level. Colleges may award college credit based upon successful completion (as determined by the individual college or university) of Advanced Placement exams taken at the conclusion of the course.

### **The International Baccalaureate (IB) Program at EWHS**

The IB Program at Edmonds-Woodway High School is currently available to district students who have previously qualified for highly capable programs or current 8<sup>th</sup> grade students who live in the Edmonds School District service area and meet the requirements for school change. IB offers a strong liberal arts curriculum incorporating humanities, mathematics, and the sciences. Colleges may award college credit based upon successful completion of IB courses and exams. If you are an Edmonds-Woodway High School resident family, you may take as many (or as few) IB classes as you are comfortable taking. If Edmonds-Woodway High School is not your home school, you must maintain a full Honors course load during Grades 9 and 10, and then work to complete the full-IB diploma during grades 11 and 12 to maintain your transfer status. Students enrolled in IB courses have the opportunity to earn an IB diploma. Full IB Diploma Candidates should not be placed in CHS courses necessary to earn an IB diploma under any circumstances; it will eliminate their ability to graduate under the IB diploma law (RCW 28A-230-122). For information on required courses and credits in order to earn an IB diploma, contact a counselor or the IB coordinator.

### **College in the High School (CHS)**

College in the High School (CHS) is a program which allows students to receive college credit and high school credit through college-level courses taken at their high school. These courses offer college credit at a significantly reduced tuition rate, and provide students with a college transcript reflecting these courses upon graduation from high school. Check with your high school counselor to find which courses are offered for CHS credit. You should also contact the colleges you are interested in to verify that College in the High School credits will be accepted.

There is no fee for students to enroll in a CHS class to earn only high school credit. However, the following fees apply for students who choose to enroll in a CHS course to earn both high school and college credit:

- For CHS classes offered through Edmonds College, students will pay \$215 for tuition for a 5 credit course. There are no additional fees for an Edmonds College CHS course.
- For CHS classes offered through the University of Washington, students will pay \$330 for tuition for a 5 credit course. Students will also pay an additional \$45 registration fee.

A limited number of CHS tuition assistance scholarships are available for students who qualify for free/reduced price lunch. Students should speak with their CHS instructor and school counselor to access tuition assistance scholarships.

Paying for the college credit automatically starts an official college transcript with the institution offering the course that will include the student's performance. The college credit earned may count as elective or academic credit depending on the receiving college's transfer credit policies.

### **CTE Dual Credit**

CTE Dual Credit is a program which allows students to receive college credit and high school credit through college-level Career and Technical Education (CTE) courses taken at their high school. CTE Dual Credit college credits earned can be applied directly to college certificate and technical degree programs. A grade of a "B" or better along with a small application fee is required to obtain college credit.



For more information about Career and Technical Education programs and courses, refer to the appropriate section in your course catalog or visit <https://cte.edmonds.wednet.edu>.

### **Running Start**

The Running Start Program in Washington State provides the opportunity for eligible high school juniors and seniors to attend college-level classes, tuition free. Students will be responsible for other associated fees such as purchasing books and supplies, assessment and technology fees, and transportation.

Upon successful completion of college level courses taken through Running Start, students will earn college credit which will also apply toward high school graduation. If you are interested in the Running Start program, please see your counselor.

## **SPECIALTY PROGRAM OPTIONS**

### **Career and Technical Education (CTE) Intradistrict Programs**

Edmonds School District students may take advantage of designated Career & Technical courses offered at other Edmonds School District high schools. Students access these programs by splitting their day between their home high school and the high school hosting the CTE Intradistrict program. Transportation is provided to and from the majority of these programs. The following CTE Intradistrict programs are available to students in the Edmonds School District:

- Automotive Technology (located at Meadowdale HS)
- Applied Engineering and Manufacturing (Located at Lynnwood HS)
- Carpentry and Building Construction (located at Edmonds Community College)
- Drafting/Architectural Drafting (located at Edmonds-Woodway HS)
- Healthcare Professions (located at Meadowdale HS)

For information about accessing these programs, see your school counselor or visit the CTE website at <https://cte.edmonds.wednet.edu>.

### **Scriber Lake High School**

Scriber Lake High School (SLHS) is one of the options for high school in the Edmonds School District. SLHS benefits students who prefer a smaller, more community-based program. Scriber Lake has about 250 students in grades 9-12 and an experienced staff that works closely with students and families. SLHS is a school of choice, which means students must apply and be accepted. The school has gained international recognition for their personal approach towards students, and for its mission to “ensure all students become successful by helping them identify, develop, and maximize their strengths, skills, and talents.” SLHS students receive the same diploma and have the same class and testing requirements as students at all other high schools. While SLHS takes a unique and personal approach to schooling, it is not an alternative high school. Scriber Lake is a regular, albeit smaller high school. Some students qualify to work towards their diploma through a mastery-based program offered on campus and can retrieve credit for classes they’ve taken but not passed in the past. Scriber Lake offers an array of services and supports on campus in addition to its regular program. Students can participate in athletics and music at their home high schools and also participate in all the other partnerships as other students in the district do: i.e. Sno-Isle, Intra-District programs, Running Start, etc.

Please visit the ‘About’ portion of the school’s website at <https://slhs.edmonds.wednet.edu> to learn more about Scriber Lake. There are informational videos and articles about the school’s programs also available on its website. The first step in the process is to attend a *Zoom*

*Information Meeting* which are held the first Wednesday night of the month and are published in the district calendar.

### **Edmonds eLearning Academy**

Edmonds eLearning Academy is a school district funded, comprehensive online high school that offers students the option to take classes in a self-paced online environment. Students can take anywhere from one to five courses as a part-time student. Students can take both new and/or credit recovery courses. Classes are free if they are one of the student's six-period courses. There is a tuition fee for a 7th period course. All student course work is available via the Internet. No special equipment is needed to participate other than access to a computer and a good internet connection. Classes are semester-based and students are expected to complete their course within the semester in which they are enrolled. Students can work through more than one course in a semester if they are motivated to complete their credits quickly.

Please visit the 'About' portion of the schools website at <https://eela.edmonds.wednet.edu> to learn more about eLearning Academy. Students interested in taking courses at Edmonds eLearning Academy should talk to their counselor.

### **Sno-Isle Tech Skills Center**

Juniors and seniors have the option of taking vocational training courses through the Sno-Isle Tech Skills Center, located in Everett. Bus transportation is provided. Students generally attend Sno-Isle for half of the school day and take regular classes at their home high school the other half. Courses at Sno-Isle prepare students for direct entry into the workplace after high school. If you are interested in courses offered visit the Sno-Isle Tech website at <https://snoisletech.com/> or you may call 425-348-2220.

### **Edmonds Community College Edmonds Career Access Program (EdCAP)**

EdCAP is a high school completion program designed for students who are credit deficient and aged 16 to 21. The program is held on the Edmonds Community College campus, and provides a great opportunity for young adults to earn a high school diploma in a college environment. EdCAP students also have the option to explore classes that will start them toward one of our many degrees and/or certificates while earning their high school diploma.

Key components of EdCAP include:

- FREE tuition and books.
- EdCAP college connections and career classes.
- Case management and advising support.
- Transition support.

Students are encouraged to apply early, as the enrollment process is time-sensitive. Eligibility is dependent on credit deficiency (significantly behind in credit) or by recommendation for enrollment by your school counselor or other designated professionals. If students do not meet the eligibility requirements, our team of advisers refer students to other programs at Edmonds CC or in the community that may better meet their needs. If you are interested in learning more about the EdCAP Program, visit the [EdCAP Website](#) or call 425-640-1593.

### **Community Based/ Outside Credits/Correspondence Classes**

The maximum number of credits that can be earned toward graduation by community based, correspondence, or outside credits while a student is enrolled in high school is three (3) unless the principal deems it is in the best interest of the individual to accept additional credits. Specific options for credits in the community are available in the high school counseling office/career

center. A proposal for outside credit must be submitted before the student begins the experience.

Application and registration for all options in this category are the responsibility of the individual student. In addition, any fees associated with those options are to be assumed by the student. Prior written approval, by your counselor, of course selection is required including the completion of an application form. Official transcripts, diplomas, or letter of completion must be filed with the school by the student when the experience is completed.

Credit will be granted for approved outside credit and placed on the official high school transcript. The School/District shall not, in any way, be responsible for determining if an outside course meets a specific college requirement, an NCAA requirement or is accepted by agencies who grant scholarships. Parents and students are solely responsible for vetting these courses and the resulting consequences.

### **Outside Physical Education and Music Activities**

Utilizing the following standards, credit may be accepted for planned learning experiences not conducted on an Edmonds School District high school campus, or conducted outside the Edmonds School District high school day, or instructed by a person who is not an Edmonds School District employee. Activities will reflect the same parameters as regular high school coursework, including:

#### **a) Standards**

- i. Planned activities must equal at least ninety (90) hours for a .5 semester credit.
- ii. Evaluation of student learning should have student outcomes that demonstrate the proficiency level of skills and knowledge identified in the course objectives.
- iii. Courses should have equal rigor as courses in the same subject area in the high school program.

#### **b) Proposals**

A proposal for approval of credit for varied learning activities shall be submitted prior to the experience, shall be at no additional cost to the district, and shall include at least the following information:

- i. The name of the program or planned learning experience and
- ii. The length of time for which approval is desired;
- iii. The objective(s) of the program or planned learning experience;
- iv. Which one or more of the state learning goals and related essential academic learning requirements are part of the program or planned experience;
- v. Content outline of the program and/or major learning activities and instructional materials to be used;
- vi. Descriptions of how students;
- vii. Qualifications of how student performances will be assessed;
- viii. How, and by whom the student will be supervised;
- ix. A schedule of the duration of the program, including beginning and ending dates;
- x. Description of how the content and skill development will be delivered by the instructor;
- xi. Description of how student performance will be assessed;
- xii. Plans for evaluation of the program.

c) Requests for credit must receive prior approval from the building principal after consultation with a counselor and departmental staff utilizing Form #P49.

d) For outside credit requests for PE, students shall be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement through the successful completion of an Edmonds School District classroom-based assessment (CBA).

Students must complete at least one semester of physical education (at the high school or through eLearning Academy) prior to applying for either a waiver or to receive credit for outside instruction. Outside credit is not a substitute for an “in-house” PE course.

e) In those instances where assessments will be processed by District staff, a non-refundable fee of \$30 will be charged. This fee may be waived for students who qualify for free or reduced meals.

f) The fee will be used to compensate the certificated staff member responsible for application review and approval verification who will receive one hour of pay for each application at the curriculum development rate upon submission of a work verification form. Expenses will be paid from the credit retrieval account.

## **TRANSCRIPTS AND GRADING**

### **Progress Reports/Final Grade Reports**

Final Grade Reports are completed twice per year at the end of each semester. Grades are posted to transcript at the end of each semester.

## **RETAKING A FAILED CLASS AND/OR GRADE IMPROVEMENT**

Students who have received an F grade, in a core class, or a grade other than “F” which the student wishes to improve upon, may improve the grade through the following programs:

- Retake the course on a space available basis at the high school.
- Retake the course through the Edmonds School District Summer School Program or Edmonds E-Learning Academy.

Please be aware that not all programs may be offering the same courses as those offered in the home high school.

If a course is retaken for grade improvement, the course with the higher grade earned is included in the calculation of the student’s GPA. The credits attempted and credits earned of the lower graded course will be reported as 0.00 on the transcript. The credits from repeated courses may only be counted twice if both grades earned in a course are factored into the GPA calculation (e.g., two semesters of the same choir course). Otherwise credits from only one course may be counted. Districts cannot convert letter grades earned in a course to grades/marks not used in the GPA calculation; only the credits attempted and earned should be modified. (See WAC 392-415-055 and WAC 392-415-070)

## **WITHDRAWAL FROM A COURSE**

Students are expected to select their six classes in a serious and responsible manner, as every effort will be made to ensure an individual student is scheduled into their pre-selected classes. Schedule change requests must be made and completed before the start of an upcoming semester. No schedule changes will be made after a semester has begun unless an error in course placement has been made, such as misplacement in math or world language. No

appointments for student-initiated schedule changes will be made after the fifth (5th) day of the start of a semester. In extraordinary circumstances a late request may be considered, but after the tenth (10<sup>th</sup>) day no class may be dropped without adding a failing grade to the permanent transcript. The course title and "F" grade will be entered on the student's transcript and becomes part of their cumulative GPA. If extenuating circumstances must be considered, an appeal may be made to the appropriate administrator. Students cannot drop a course, even when accepting a failing grade for the course, unless another appropriate course is available to replace it in the schedule.

### **PASS/NO CREDIT OPTION**

Seniors may elect to take any two classes not required for graduation (total of 1.0 credit) per semester on a Pass/No Credit (P/NC) basis. This policy is intended to encourage seniors to take more challenging courses without jeopardizing grade point average. The Pass/No Credit option will be offered up to the end of the first six weeks of each semester. Pass/No Credit grades are not included in GPA or honor roll designation.

### **HIGH SCHOOL LEVEL COURSES TAKEN PRIOR TO 9<sup>TH</sup> GRADE**

All students who have completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:

- a. The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
- b. The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district Board of Directors.

Beginning with the graduating class of 2024 all students who complete high school credit courses will have those grades and credits placed on their high school transcript. **A request can be made to remove the credit and grade at any time up to the point of the student's senior year. Students must complete the [P-184 Opt Out High School Credit form](#) to have the credit and grade removed.** Please note that once the grades are removed from the high school transcript, the grade and credit cannot be reapplied and will permanently be excluded in the computation of the student's grade point average.

### **EQUIVALENCY CREDITS**

Most graduation course requirements must be met by successfully completing specified courses; however, some requirements may be met by successfully completing equivalency courses. The following are approved high school equivalency courses that may be used to meet more than one graduation requirement. While these equivalencies will meet district graduation requirements, they may not satisfy college admission requirements in all cases. Students should check with individual colleges for clarification regarding the use of particular equivalency courses. For more information, visit the district Career and Technical Education website at <https://cte.edmonds.wednet.edu/course-equivalencies>.



## APPROVED COURSE EQUIVALENCIES

The following is a list of the approved high school equivalency courses that may be used to meet the district's graduation requirements.

Each of these courses automatically meet one of the graduation requirements listed for a course based on a student's particular credit needs. A student can request to have an equivalency course satisfy two graduation requirements listed for the course by completing and submitting an Equivalency Request Form to the school counseling office. **It is important to understand that while an equivalency course may satisfy more than one graduation requirement, no course can be worth more than the total amount of credit it has been assigned.**

### APPROVED EQUIVALENCIES FOR ART CREDIT

Course Code	Course Title	Requirements met for each semester credit earned		
ART441,442	AP Studio Art - Photography	0.5 CTE	and	0.5 Arts
VOC211, 212	Architectural Drafting (2 period, 2-credit class)	1.0 CTE	and	1.0 Arts
IAR768, 769	Broadcast Journalism	0.5 CTE	and	0.5 Arts
PHE450	Dance	0.5 PE	and	0.5 Arts
IAR221, 222	Design/CAD 1 (1st Year)	0.5 CTE	and	0.5 Arts
IAR231, 232	Design/CAD 2 (2nd Year)	0.5 CTE	and	0.5 Arts
HEC405, 406	Fashion Design	0.5 CTE	and	0.25 Arts
ENG522	Film Analysis	0.5 CTE	and	0.5 Arts
VOC437	Flower Shop	0.5 CTE	and	0.5 Arts
VOC441, 442	Flower Shop, Advanced	0.5 CTE	and	0.5 Arts
ART427	Graphic Arts 1	0.5 CTE	and	0.5 Arts
ART428	Graphic Arts 2	0.5 CTE	and	0.5 Arts
VOC433, 434	Horticulture	0.5 CTE	and	0.25 Arts
VOC461, 462	Horticulture, Advanced	0.5 CTE	and	0.25 Arts
HEC461, 462	Housing and Interior Design	0.5 CTE	and	0.25 Arts
IBA 621,622	IB Visual Arts Photography SL	0.5 CTE	and	0.5 Arts
IBA 623,624	IB Visual Arts Photography SL	0.5 CTE	and	0.5 Arts
IAR115, 116	Introduction to Engineering Design	0.5 CTE	and	0.5 Arts
IAR121,122	Manufacturing Innovations (formerly Jewelry and Metals)	0.5 CTE	and	0.5 Arts
ART430	Photography 1	0.5 CTE	and	0.5 Arts
ART432	Photography 2	0.5 CTE	and	0.5 Arts
ART434, 435	Photography, Advanced	0.5 CTE	and	0.5 Arts
IAR618	Video/Film Productions, Intro	0.5 CTE	and	0.5 Arts
IAR625, 626	Video/Film Productions, Advanced	0.5 CTE	and	0.5 Arts
BUS301, 302	Yearbook	0.5 CTE	and	0.25 Arts

### APPROVED EQUIVALENCIES FOR CTE CREDIT

The following year-long Advanced Music courses integrate CTE Employability, Leadership, and Recording Arts and Sound Reinforcement standards and are eligible for partial CTE equivalency

credit. **A maximum of 1.0 CTE credit toward a student's graduation requirements can be earned through the following Music Courses.**

Course Code	Course Title	Requirements met for each <u>year-long credit</u> earned		
			and	
MUS360, 361	Accents/Vocal Jazz Ensemble	1.0 Art	and	0.5 CTE
MUS366, 367	Bel Canto Choir	1.0 Art	and	0.5 CTE
MUS341, 342	Chamber Choir	1.0 Art	and	0.5 CTE
MUS225, 226	Chamber Orchestra	1.0 Art	and	0.5 CTE
MUS128, 129	Chamber Winds	1.0 Art	and	0.5 CTE
MUS376, 377	Chantels/Vocal Jazz Ensemble	1.0 Art	and	0.5 CTE
MUS369, 370	Dynamics/Vocal Jazz Ensemble	1.0 Art	and	0.5 CTE
MUS153, 154	Instrumental Jazz 1	1.0 Art	and	0.5 CTE
MUS168, 169	Jazz Ensemble 1/ Jazz Ensemble 1 Honors	1.0 Art	and	0.5 CTE
MUS166, 167	Jazz Ensemble 2	1.0 Art	and	0.5 CTE
MUS372, 373	Mello-Aires/Vocal Jazz Ensemble	1.0 Art	and	0.5 CTE
MUS121, 122	Symphonic Band	1.0 Art	and	0.5 CTE
MUS221, 222	Symphonic Orchestra	1.0 Art	and	0.5 CTE
MUS221, 222	Treble Choir	1.0 Art	and	0.5 CTE
MUS128, 129	Wind Ensemble	1.0 Art	and	0.5 CTE
MUS132, 133	Wind Ensemble/Wind Symphony	1.0 Art	and	0.5 CTE

### **APPROVED EQUIVALENCIES FOR ENGLISH AND SOCIAL STUDIES CREDIT**

*No Social Studies equivalency may be used for U.S. History.*

Course Code	Course Title	Requirements met for each semester credit earned		
			and	
VOC147,148	Auto Technology (2 pd. Class)	1.0 CTE	and	0.5 English 9,10,11 or 12
ENG522	Film Analysis	0.5 CTE	and	0.5 English 9,10,11 or 12
VOC056, 057	Healthcare Professions (2 pd. class)	1.0 CTE	and	0.5 English 9,10,11 or 12
ENG 405,06	STEM English	0.5 CTE	and	0.5 English 12
IAR768	Broadcast Journalism	0.5 CTE	and	0.5 English 9 or 10
IAR769	Broadcast Journalism, Advanced	0.5	and	0.5 English 9 or 10
SOC583, 584	AP Psychology - MTHS Only	0.5 CTE	and	0.5 Soc. St. 9,10, or 12
MAR400	Economics	0.5 CTE	and	0.5 Soc. St. 9,10, or 12

### **APPROVED EQUIVALENCIES FOR HEALTH AND PE CREDIT**

Course Code	Course Title	Requirements met for each semester credit earned		
			and	
VOC056, 057	Healthcare Professions (2 periods each semester)	1.0 CTE	and	0.5 Health

PHE032, 033	Sports Medicine	0.5 CTE	and	0.25 Health
PHE037, 038	Sports Medicine Field Experience	0.5 CTE	and	0.25 Health
PHE040, 041	Sports Medicine, Advanced	0.5 CTE	and	0.25 Health
VOC251, 252	Fire Service Technology (2 periods each semester)	1.0 CTE	and	0.5 PE
PHE032, 033	Sports Medicine	0.5 CTE	and	0.25 PE
PHE037, 038	Sports Medicine Field Experience	0.5 CTE	and	0.25 PE
PHE040, 041	Sports Medicine, Advanced	0.5 CTE	and	0.25 PE

### **APPROVED EQUIVALENCIES FOR PERSONAL FINANCE CREDIT**

Course Code	Course Title	Requirements met for each semester credit earned		
BUS100	Accounting 1	0.5 CTE	and	0.5 Personal Finance
MAT365, 366	Financial Algebra	0.5 CTE	and	0.25 Personal Finance

### **APPROVED EQUIVALENCIES FOR MATH CREDIT**

Students in the class of 2013 and beyond are required to earn credit in Algebra, Geometry, and an approved Third Math Credit (Y3 Math).

Students may elect to use any of the following approved Edmonds School District math equivalency courses to meet their required Third Math Credit requirement based on post-high school goals and career path with permission from their parent/guardian or school counselor. For information about math course options, see your school counselor.

Course Code	Course Title	Requirements met for each semester credit earned		
BUS300, 400	Accounting 3-4	0.5 CTE	and	0.5 Third Year Math
COM195, 196	AP Computer Science Principles	0.5 CTE	and	0.5 Third Year Math
COM206, 207	AP Computer Science A	0.5 CTE	and	0.5 Third Year Math
VOC147, 148	Applied Engineering & Manufacturing (2 pd .class)	1.0 CTE	and	0.5 Third Year Math
VOC615, 616	Carpentry and Building Construction (2 pd. class)	1.0 CTE	and	0.5 Geometry or 0.5 Third Year Math
MAT365, 366	Financial Algebra	0.5 CTE	and	0.5 Third Year Math

### **APPROVED EQUIVALENCIES FOR SCIENCE CREDIT**

Course Code	Course Title	Requirements met for each semester credit earned		
COM206, 207	AP Computer Science A	0.5 CTE	and	0.5 Science
IAR267, 268	Aerospace Engineering	0.5 CTE	and	0.5 Science
VOC147, 148	Applied Engineering & Manufacturing (2 pd .class)	1.0 CTE	and	0.5 Science
VOC327, 328	Auto Technology (2 pd. class)	1.0 CTE	and	0.5 Science
VOC336, 337	Auto Technology, Adv. (2 pd. class)	1.0 CTE	and	0.5 Science

SCI408, 409	Anatomy and Physiology	0.5 CTE	and	0.5 Science
SCI424, 425	Biotechnology	0.5 CTE	and	0.5 Science
SCI120, 121	Food Science	0.5 CTE	and	0.25 Science
VOC056, 057	Healthcare Professions (2 pd. class)	1.0 CTE	and	0.5 Science
VOC433, 434	Horticulture	0.5 CTE	and	0.5 Science
VOC461, 462	Horticulture, Advanced	0.5 CTE	and	0.5 Science
IAR135, 136	Principles of Engineering	0.5 CTE	and	0.25 Science
IAR265	Robotics	0.5 CTE	and	0.25 Science

### SLHS COURSE SEQUENCE/ YEAR CLASS

SEMESTER ONE		SEMESTER TWO	
Q1	Q2	Q3	Q4
S1	S2	S1	S2

Scriber Lake High school has a different layout in how classes are taken. Here each semester serves as one-year worth of classes. Typically, students would take 6 semester courses in one semester. At SLHS we break that into sections – Quarter 1, 2, 3, and 4. Each quarter students take three classes – so in one semester they are still earning 6 classes worth of credits.

- Semester ONE is broken down to Quarter 1 and Quarter 2.
- Semester TWO is broken down to Quarter 3 and Quarter 4.

The odd quarters (Q1 & Q3) hold semester 1 courses, while the even quarters (Q2 & Q4) are for semester 2 courses.

Example – Quarter 1 English 12 S1; Quarter 2 English 12 S2; Quarter 3 Biology S1; Quarter 4 Biology S2

## COURSE DESCRIPTION

### ARTS

#### Courses Available

Photography  
Advanced Photography  
Graphic Arts 1  
Graphic Arts 2  
Creative Writing  
Art History

Yearbook  
Video Production  
Fundamentals of Art & Design  
3D Design  
Music Appreciation

#### **PHOTOGRAPHY**

ART430 (Quarter)  
Credits: 0.5  
Grade Level: 9 – 12  
Equivalency: 0.5 credit Art

##### Course Description:

Explore the photographic process as a method of creative and visual communication. Learn digital SLR camera controls, photography techniques and composition, and use Creative Cloud editing software. Students will also be introduced to the history of photography, careers related to photography, and famous photographers. **College credit available.**

#### **ADVANCED PHOTOGRAPHY**

ART433/435 (Quarter)  
Credits: 0.5  
Grade Level: 10 – 12  
Equivalency: 0.5 credit Art  
Prerequisite: Photography 1

##### Course Description:

Build upon knowledge from Photo 1 as well as learn new and more advanced DSLR camera controls, photography techniques, composition, lighting, and Adobe Photoshop and Lightroom editing skills. Students will gain a deeper understanding of the art elements and principles of design and be introduced to 35mm film cameras and the use of the darkroom to process prints.

#### **GRAPHIC ARTS 1**

ART427 (Quarter)  
Credits: 0.5  
Grade Level: 9 – 12  
Equivalency: 0.5 credit Art

##### Course Description:

Explore the creative process using digital imaging software, photography, and a wide variety of image generating techniques. Develop drawing skills and build a portfolio using Adobe Photoshop, Illustrator, In Design, and digital cameras.

#### **GRAPHIC ARTS 2**

ART428 (Quarter)  
Credits: 0.5  
Grade Level: 9 - 12



Equivalency: 0.5 credit Art  
Prerequisite: Graphic Arts 1

**Course Description:**

Engage in client-centered design projects using digital imaging software, photography, image manipulation, Adobe Photoshop, Illustrator, In Design, and digital cameras to produce professional level products. Emphasis will be on project design and management, organization, production techniques, and creating solutions based on customer needs. **College credit available for students also completing Graphic Arts 1.**

**CREATIVE WRITING**

ENG570 (Quarter)  
Credits: 0.5 Art  
Grade Level: 9 - 12

**Course Description:**

Creative Writing is designed for students to create original forms of descriptive writing, poetry, drama, and fiction. Vocabulary development, creative writing techniques, and skills are explored. Computers and word processing are used for composition. Writings are presented orally and in written form.

**ART HISTORY**

ART601/602 (Quarter)  
Credits: 0.5 Art  
Grade Level: 9 - 12

**Course Description:**

In order to gain a deeper understanding of the human experience, students in Art History interact with visual art from around the world. The primary method is to apply skills of analysis, specifically in terms of form, content/subject and historical context. In order to analyze art, students view artwork in the classroom, visit museums and galleries, work with professional artists, study artist biographies, complete digital presentations, do online research, reproduce art and practice visual art skills. The first half of the class provides a chronological survey of artwork, with the second half allowing students to choose the art they work with.

**YEARBOOK**

BUS301/BUS302 (Quarter)  
Credits: 0.5  
Grade Level: 9 – 12  
Prerequisite: Graphic Arts or Photography

**Course Description:**

Produce the school yearbook using state of the art computers, software and cameras. Students will develop media and publication skills; learn about writing, photography, time management, and use computer expertise.

**VIDEO PRODUCTION**

IAR618 (Quarter)  
Credits: 0.5  
Grade Level: 9 – 12  
Equivalency: 0.5 credit Art

**Course Description:**

Do you ever wonder what it takes to make a movie, tv show, or YouTube video? Students get to learn the magic that is behind the scenes and try it out for themselves. You will learn all the basics to get a video project from concept to completion. Students get to try out many of the jobs that go into creating videos, including screenwriting, camera work, directing, editing, and screening or posting. Some examples of projects include short movies, music videos, and commercials or public service announcements. Outstanding projects may compete in youth festivals and other contests. **College credit available.**

**FUNDAMENTALS OF ART & DESIGN**

**ART110** (Quarter)

Credits: 0.5 Art

Grade Level: 9 - 12

**Course Description:**

Introduction to Art is a doorway to the world of visual art. Students will explore a variety of art media and will produce a number of works that focus on the Elements of Art. Projects will allow students to gain a working understanding of art vocabulary, painting, drawing, and art history. Students will also view, discuss, and write about artwork, examining art from different time periods and cultures while developing visual literacy skills to better understand and interpret the visual world.

**3D DESIGN**

**ART155** (Quarter)

Credits: 0.5 Art

Grade Level: 9 - 12

The purpose of 3D Design is to introduce students to the fundamentals and technical principles of working three dimensionally. Students will experiment with a number of methods and materials used to create, represent, respond to, and reflect on form in space. Students will also have opportunities to practice social and emotional learning concepts as they create art.

**MUSIC APPRECIATION**

**MUS430** (Quarter)

Credits: 0.5 Fine Arts

**Course Description:**

We will explore the history of blues, country and rock and roll as it unfolded in the United States from around 1955 into the early 1970's. We will listen to the music of Elvis Presley, Chuck Berry, Bob Dylan, Joan Baez, the Beatles, the Supremes, Joni Mitchell, the Rolling Stones, Otis Redding, Mavis Staples, Jimi Hendrix, Hank Williams, Dolly Parton, Johnny Cash, and Emmylou Harris—and many more artists—with an emphasis on how music both reflects and affects social movements.

## CAREER AND TECHNICAL EDUCATION COURSES AND PATHWAYS

Career and Technical Education (CTE) classes are part of general graduation requirements, and allow students to explore their interests and passions. These classes provide hands-on learning opportunities, skills and training needed for success in both college and career. Most CTE courses offer college credit and/or advanced placement into college certificate and degree programs. Many CTE courses may also be used as Equivalency credit to meet other graduation requirements including English, Math, Science, Health, PE and Art.

For the class of 2020 and beyond, students can meet state Graduation Pathway requirements in Math and English by completing **2 credits within an approved CTE Pathway** which supports the student's post-high school goals and interests. The following are approved CTE Pathway options and courses for students at **Scriber Lake High School**.

### Aerospace Manufacturing Pathway

VOC147/148 Applied Engineering/Manufacturing (2.0 cr.)^

### Architectural Design/CAD Pathway

VOC111/112 Design/CAD 1&2 (2.0 cr.)^

VOC211/212 Green Building Design (2.0 cr.)^

### Automotive Technology Pathway

VOC327/328 Auto Technology ID (2.0 cr.)^

VOC336/337 Auto Technology, Advanced (2.0 cr.)^

### Carpentry and Construction Pathway

VOC615/616 Carpentry and Bldg. Construction (2.0 cr.)^

VOC638/639 Advanced Carpentry and Construction (2.0 cr.)^

### Healthcare Professions Pathway

VOC056/057 Healthcare Professions (2.0 cr.)^

### Visual Communications Pathway

ART430 Photo 1 (0.5 cr.)

ART433/435 Photo, Advanced (0.5 cr.)

ART427 Graphic Arts 1 (0.5 cr.)

ART428 Graphic Arts 2 (0.5 cr.)

IAR618 Video Productions (0.5 cr.)

### Other CTE Courses (Not part of CTE Pathways)

HEC315 Personal Finance (0.5 cr.)

WRK100 Work Based Learning (cr. varies based on work hours)

*^ Intra-District CTE Program*

For more information about these CTE Pathways and their use in meeting state Graduation Pathway requirements, please see your school counselor or visit the district's Career and Technical Education website at <https://cte.edmonds.wednet.edu>

## CTE COURSE DESCRIPTIONS

### AEROSPACE MANUFACTURING PATHWAY

#### **APPLIED ENGINEERING AND MANUFACTURING**

VOC147/148 (Year; Two Period Block Class Located At Lynnwood High; Periods 5&6)

Credits: 2.0

Grade Level: 10 – 12

Equivalency: 1.0 credit English, 1.0 credit Third Year Math and/or 1.0 credit Third Year Science

Prerequisite: Shared Student Form required for registration (Intra-District Program)

#### Course Description:

Learn to work with various manufacturing materials, safely operate aerospace machinery, use precision measurement tools, read blueprints, and apply accurate riveting practices by completing the Boeing Company's industry recognized **Core Plus** curriculum. Students will gain an understanding of aerospace and other manufacturing careers, and develop a competitive edge in interviewing and applying for manufacturing jobs in our region. *District bus transportation is provided.* **College credit available**

### ARCHITECTURAL DESIGN/CAD PATHWAY

#### **DESIGN/CAD 1&2**

VOC111/112 (Year; Two Period Block Class Located At Edmonds Woodway High; Periods 1&2)

Credits: 2.0

Grade Level: 10 – 12

Equivalency: 1.0 credit Art

Prerequisite: Algebra 1, Shared Student Form required for registration (Intra-District Program)

#### Course Description:

Explore interest in architecture, engineering, the building trades, technical illustration, interior design, or any profession which demands knowledge of technical drawing. Learn techniques and methods of Drafting as a universal language used to convey thoughts and ideas. Build models, illustrate and render projects using both board and computer aided design (CAD). An overview of construction codes, techniques, materials, and methods are also presented. *District bus transportation is provided.* **College credit available.**

#### **GREEN BUILDING ARCHITECTURAL DESIGN**

VOC211/212 (Year; Two Period Block Class Located At Edmonds Woodway High; Periods 1&2)

Credits: 2.0

Grade Level: 11 – 12

Equivalency: 1.0 credit Art

Prerequisites: Drafting 1, Algebra 1; Shared Student Form required for registration (Intra-District Program)

#### Course Description:

Explore standards and applications used in designing efficient and sustainable built environments. Classroom atmosphere simulates a "real world" office environment in which projects are programmed, designed, presented, critiqued, revised, and developed into plans for construction, production, and presentation. Students participate in skills competitions and create a portfolio for education admission requirements and/or employment. *District bus transportation is provided.*

## **AUTOMOTIVE TECHNOLOGY PATHWAY**

### **AUTOMOTIVE TECHNOLOGY**

VOC327/328 (Year; Two Period Block Class Located At Meadowdale High; Periods 1&2 or 5&6)

Credits: 2.0

Grade Level: 10 – 12

Equivalency: 1.0 credit English and/or 1.0 credit Science

Prerequisite: Shared Student Form required for registration (Intra-District Program)

#### **Course Description:**

Learn about automotive systems and their relationships, theory, component identification, and diagnosis. This class connects with community college programs which offer further professional training leading to a career as an Automotive Technician. *District bus transportation is provided. College credit available.*

### **ADVANCED AUTOMOTIVE TECHNOLOGY**

VOC336/337 (Year; TWO PERIOD BLOCK CLASS LOCATED AT MEADOWDALE HIGH; PERIODS 1&2 or 5&6)

Credits: 2.0

Grade Level: 11 – 12

Equivalency: 1.0 credit Science

Prerequisite: Automotive Technology; Shared Student Form required for registration (Intra-District Program)

#### **Course Description:**

This class covers automotive electronics, brakes, engine performance, steering and suspension, engine computer control systems and automotive diagnostics. Students may earn industry recognized ASE Certifications and participate in leadership competitions through SKILLS USA. *District bus transportation is provided. College credit available.*

## **CARPENTRY AND CONSTRUCTION PATHWAY**

### **CARPENTRY AND CONSTRUCTION**

VOC615/616 (Year; Two Period Block Class Located At Mountlake Terrace High; Periods 3&4 or 5&6)

Credits: 2.0

Grade Level: 10 – 12

Equivalency: 1.0 credit 3<sup>rd</sup> Year Math or 1.0 credit Geometry

Prerequisite: Shared Student Form required for registration. (Intra-District Program) Some form of medical coverage is required. (Policies may be purchased through your high school.)

#### **Course Description:**

In this first year course, students develop building construction skills required for entry into apprenticeship training or entry-level jobs in the construction industry. Topics include safety, construction math, orientation to the trades, hand and power tools, blueprints, site layout, framing, and hanging windows and doors. Students will participate in building Tiny Homes and other projects on the school campus as part of this course, and earn CITC Carpentry Apprenticeship and OSHA Certifications useful for future employment. *District bus transportation is provided.*



## **ADVANCED CARPENTRY AND CONSTRUCTION**

VOC638/639 (Year; Two Period Block Class Located At Mountlake Terrace High; Periods 3&4 or 5&6)

Credits: 2.0

Grade Level: 11 – 12

Prerequisite: Successful completion of Carpentry and Construction. Shared Student Form required for registration. (Intra-District Program) Some form of medical coverage is also required. (Policies may be purchased through your high school.)

### **Course Description:**

In this second year course, students learn on an actual construction site while also continuing work on additional CITC Carpentry Apprenticeship modules. Topics covered in this advanced course include residential electrical systems and safety, roofing, exterior finishing, cabinet installation, plumbing, and ceiling, joist and roof framing. *District bus transportation is provided.*

## **HEALTHCARE PROFESSIONS PATHWAY**

### **HEALTHCARE PROFESSIONS**

VOC056/057 (Year; Two Period Block Class Located At Meadowdale High; Periods 1&2)

Credits: 2.0

Grade Level: 10 - 12

Prerequisite: Concurrent enrollment in or completion of Biology. Shared Student form required for registration (Intra-District Program)

Equivalency: 1.0 credit Science (Anatomy and Physiology)

### **Course Description:**

Explore a wide range of careers within the Healthcare field while also earning a full year lab science credit in Anatomy and Physiology. Topics include medical terminology, First Aid/CPR, medical law and ethics, chemistry and organization of living matter, the structure and physiology of the major organ systems, and health science career paths. *District bus transportation is provided. College credit available.*

## **VISUAL COMMUNICATIONS PATHWAY**

### **PHOTOGRAPHY**

ART430 (Quarter)

Credits: 0.5

Grade Level: 9 – 12

Equivalency: 0.5 credit Art

### **Course Description:**

Explore the photographic process as a method of creative and visual communication. Learn digital SLR camera controls, photography techniques and composition, and use Creative Cloud editing software. Students will also be introduced to the history of photography, careers related to photography, and famous photographers. **College credit available.**

### **ADVANCED PHOTOGRAPHY**

ART433/435 (Semester)

Credits: 0.5

Grade Level: 9 – 12

Equivalency: 0.5 credit Art

Prerequisite: Photography 1

Course Description:

Build upon knowledge from Photo 1 as well as learn new and more advanced DSLR camera controls, photography techniques, composition, lighting, and Adobe Photoshop and Lightroom editing skills. Students will gain a deeper understanding of the art elements and principles of design and be introduced to 35mm film cameras and the use of the darkroom to process prints.

**GRAPHIC ARTS 1**

ART427 (Quarter)

Credits: 0.5

Grade Level: 9 – 12

Equivalency: 0.5 credit Art

Course Description:

Explore the creative process using digital imaging software, photography, and a wide variety of image generating techniques. Develop drawing skills and build a portfolio using Adobe Photoshop, Illustrator, In Design, and digital cameras.

**GRAPHIC ARTS 2**

ART428 (Quarter)

Credits: 0.5

Grade Level: 9 – 12

Equivalency: 0.5 credit Art

Prerequisite: Graphic Arts 1

Course Description:

Engage in client-centered design projects using digital imaging software, photography, image manipulation, Adobe Photoshop, Illustrator, In Design, and digital cameras to produce professional level products. Emphasis will be on project design and management, organization, production techniques, and creating solutions based on customer needs. **College credit available for students also completing Graphic Arts 1.**

**VIDEO PRODUCTION**

IAR618 (Semester)

Credits: 0.5

Grade Level: 9 – 12

Equivalency: 0.5 credit Art

Course Description:

Do you ever wonder what it takes to make a movie, tv show, or YouTube video? Students get to learn the magic that is behind the scenes and try it out for themselves. You will learn all the basics to get a video project from concept to completion. Students get to try out many of the jobs that go into creating videos, including screenwriting, camera work, directing, editing, and screening or posting. Some examples of projects include short movies, music videos, and commercials or public service announcements. Outstanding projects may compete in youth festivals and other contests. **College credit available.**

**OTHER CTE COURSES NOT PART OF PATHWAYS**

**PERSONAL FINANCE**

HEC315 (Quarter)

Credits: 0.5

Grade Level: 12

Course Description:

Gain the skills and knowledge needed to confidently approach the challenges of managing personal finances. Topics include financial responsibility and decision making, personal income, taxes, savings, investments, banking, credit, debt, insurance, and purchasing goods and services. Students also complete a career exploration and develop employment seeking skills. ***Fulfills district graduation requirement.***

**WORKED BASED LEARNING**

WRK100

Credit: Varies based on work hours

Course Description:

Worksite Learning is a paid or non-paid student learning experience that occurs at a qualified, worksite outside the classroom in which the student performs tasks in order to gain identified skills, competencies, qualification, or certification as part of their educational program and plan. In a paid experience, an employer/employee relationship exists, and the work performed by the student results in a net increase in productivity or profitability for the business or organization. In a non-paid experience, the student serves as an intern, and no appreciable benefit is rendered to the business or organization as a result of the student's work.

## ENGLISH AND LANGUAGE ARTS

### Courses Available

English 9  
English 10  
English 11  
English 12  
Bridge to College

Narrative Nonfiction Writing  
English Catch up  
Independent Reading  
Music Appreciation

### **ENGLISH 9**

ENG101/102 (Semester)

Credits: 1.0 English/0.5 per quarter

#### Course Description:

The Edmonds School District-adopted *Collections* curriculum is the core curriculum in English 9. In English 9, students develop their reading, writing and communication skills in alignment with the CCSS for English. As readers, students read a variety of classic, contemporary and multicultural texts (ex: essays, myths, non-fiction, novels, plays, poems, and short stories), and apply analytical and critical thinking skills to their interpretation. Writing instruction extends students' understanding of the writing process in the development of the narrative, informational, and argumentative writing forms. Students engage in a variety of speaking and listening activities such as classroom discussions, evaluating point of view, and presenting to the class.

### **ENGLISH 10**

ENG201/202 (Semester)

Credits: 1.0 English/0.5 per quarter

#### Course Description:

The Edmonds School District-adopted *Collections* curriculum is the core curriculum in English 10. Students in English 10 build on their Common Core aligned reading, writing, and communication skills. Students read broadly and engage in critical analysis and discussion of a variety of literary and informational texts, including world and multicultural texts. As writers, students deepen their narrative, informational, argumentation and research writing skills when they solidify their understanding of the writing process to produce well-organized and well-supported writing projects that address a clear target audience. Students further refine their speaking and listening skills through classroom discourse, collaborative projects, and presentations.

### **ENGLISH 11**

ENG301/302 (Semester)

Credits: 1.0 English/0.5 per quarter

#### Course Description:

The Edmonds School District-adopted *Collections* curriculum is the core curriculum in English 11. English 11 students read widely from foundational and contemporary works of American literature, as well as nonfiction texts of historical or literary significance. (ex: essays, poetry, short stories, novels, historic speeches, and other informational texts). As students explore trends and traditions in American literature, analytical reading instruction will extend students' understanding of literary devices, elements, and language. Students continue to write in a

variety of styles – narrative, informational, and argumentative – with greater sophistication, as well as engage in effective discourse, collaboration, and reflection on learning.

## **ENGLISH 12**

ENG401/402 (Semester)

Credits: 1.0 English/0.5 per quarter

### **Course Description:**

The Edmonds School District-adopt *Collections* curriculum is the core curriculum in English 12. Students in English 12 are prepared for the reading, writing, thinking and communication needs for College and Career Readiness. Students continue to read critically, including analyzing how multiple themes/ideas develop and interact in a text, as well as exploring the author's craft and impact of authors' choices on the development of a text. Writers will continue to extend their development of narrative, informational and argumentative writing forms. As communicators, English 12 students respond thoughtfully to diverse perspectives, make informed decisions, and critically interpret media.

## **BRIDGE TO COLLEGE ENGLISH 12**

ENG413/414 (Semester)

Credit: 1.0 English/0.5 per quarter

Grade Level: 12

### **Course Description:**

The Bridge to College courses for English language arts (ELA) is a fourth-year (senior-level) course designed for students scoring a Level 2 on the Smarter Balanced (SBA) high school assessment (10th grade). Students who pass the course earn the equivalent of a Level 3 on the SBA. Students who earn a "B" or better in the Bridge Course are eligible to enter credit-bearing coursework in any of the State of Washington Community and Technical Colleges.

## **NARRATIVE NONFICTION WRITING**

ENG453/454 (Quarter)

Credit: 0.5

Grade Level: 10-12

**Course Description:** In this class we will learn the art of narrative nonfiction writing: how to make settings, characters, emotions, and dialogue come to life in a scene through the use of sensory details. We will read various examples of narrative writing for inspiration and write a final piece from our own life experience. Our goal is to use the art of storytelling to help us understand the events in our lives, and, possibly, to help others through sharing our stories.

## **ENGLISH CATCH UP**

ENG101/102/201/202/301/302/401/402 (Quarter)

Credits: 0.5 English/quarter

Grade Level: 9 – 12

### **Course Description:**

This is a one quarter credit retrieval English class for sophomores, juniors and seniors that did not receive credit in the regular English class. The course will offer a variety of genres such as novels, grammar, writing, literary analysis, vocabulary, poetry, short stories, and film analysis. The students will read novels like *A Lesson Before Dying* and *Into the Wild* as well as plays such as *Death of a Salesman* and Shakespeare's "*The Taming of the Shrew*." We will also view

movies like *Smoke Signals* and *Rear Window*. We will work on improving our writings skills by focusing on the writing process, sentence structure and fluency, and multi-paragraph essays.

### **INDEPENDENT READING**

MIS801 (Quarter)

Credits: .25 Elective Credit for Every 1,500 Pages Read

In this class you will have the opportunity to earn .25 English or Elective credits for every 1,500 pages you read. Throughout this class you will also do book talks, write a review, create a display for your book, or do another creative project to demonstrate what you have read. These will be done periodically across your 1,500 pages. What you read is up to you. It can be a book from the school's library or one you have at home. Only physical books will qualify for this course.

### **MUSIC APPRECIATION**

MUS430 (Quarter)

Credits: 0.5

#### **Course Description:**

We will explore the history of blues, country and rock and roll as it unfolded in the United States from around 1955 into the early 1970's. We will listen to the music of Elvis Presley, Chuck Berry, Bob Dylan, Joan Baez, the Beatles, the Supremes, Joni Mitchell, the Rolling Stones, Otis Redding, Mavis Staples, Jimi Hendrix, Hank Williams, Dolly Parton, Johnny Cash, and Emmylou Harris—and many more artists—with an emphasis on how music both reflects and affects social movements.

## LEARNING SUPPORT

### Courses Available

English 9	General Math
English 10	Social Skills
English 11	Study Skills
English 12	

The Learning Support Program is a District program under the umbrella of Special Services. This program offers Specially Designed Instruction (SDI) to students on Individualized Education Plans (IEP). Placement is determined by a student's IEP.

### **ENGLISH 9**

ZEN100 (Semester)

Credits: 1.0

#### Course Description:

This course is designed to meet the reading and writing instructional needs of students who are eligible for specially designed instruction in reading and/or writing. In this course, students will read a variety of literary forms, write paragraphs and essays, and give presentations. All work will be focused on improving skills in reading, writing, and communication. In addition to class work, the students will read several books based on the student's interests

### **ENGLISH 10**

ZEN200 (Semester)

Credits: 1.0

#### Course Description:

English 10 students further develop reading, writing, speaking and critical thinking skills while studying world literature, novels, poetry, plays and a variety of non-fiction articles. A range of writing assignments including essays, reports, summaries, journaling, and persuasive and expository writing are included in the class assignments. Grammar and vocabulary studies help to further develop students' reading and writing skills

### **ENGLISH 11**

ZEN300 (Semester)

Credits: 1.0

#### Course Description:

This course is designed to meet the reading and writing instructional needs of students who are eligible for specially designed instruction in reading and/or writing. In this course, students will read a variety of literary forms, write paragraphs and essays, and give presentations. All work will be focused on improving skills in reading, writing, and communication. In addition to class work, the students will read several books based on the student's interests.

### **ENGLISH 12**

ZEN400 (Semester)

Credits: 1.0

#### Course Description:

This course is designed to meet the reading and writing instructional needs of students who are eligible for specially designed instruction in reading and/or writing. In this course, students will



read a variety of literary forms, write paragraphs and essays, and give presentations. All work will be focused on improving skills in reading, writing, and communication. In addition to class work, the students will read several books based on the student's interests.

### **GENERAL MATH**

ZMA061/062 (Semester)

Grade Level: 9 - 10

Credits: 1.0 per Semester

#### **Course Description:**

This course is designed for students who have demonstrated gaps in their learning of math skills. Through intentional instruction, students will work on improving skills in their areas of need. Instruction is also provided using a variety of realistic, consumer- oriented applications. These applications reinforce and extend students' mastery of basic mathematic concepts to allow success in higher levels of math.

### **SOCIAL SKILLS**

ZTA803/804 (Quarter)

Credits: 0.5

Students enrolled in this course will be introduced to mindfulness practice, social skills, DBT Skills, and organization skills. Students will practice these skills in order to implement them in other classes and throughout their lives by becoming more socially aware, self-aware, learning how to build relationships, and improving self-management skills.

### **STUDY SKILLS**

ZAA157/158) (Quarter)

Credits: 0.5

Study Skills will help students improve their learning habits and get SDI in learning support areas. Class will be for students on an IEP, and will help each student meet their learning goals, and support IEP minutes. Class structure will depend on class size, needs of students, and IEP goals.

## **MATHEMATICS**

### **Courses Available**

Algebra 1  
Algebra 2  
Geometry  
Financial Algebra

### **ALGEBRA 1**

MAT201/202 (Semester)

Credits: 1.0 Math/0.5 per quarter

#### **Course Description:**

Algebra is the foundation for high school mathematics courses. It is the bridge from the concrete to the abstract study of mathematics. This course focuses on generalizing the algorithms of arithmetic to learn how to develop equations and mathematical formulas to simulate real-life problems and solve them through mathematical manipulation. Topics include simplifying expressions, evaluating and solving equations and inequalities, and working extensively with linear, quadratic, exponential and other functions.

### **ALGEBRA 2**

MAT251/252 (Semester)

Credits: 1.0 Math/0.5 per quarter

**Course Description:** Second year Algebra builds on the concepts learned in Algebra 1 and geometry and further develops the mathematical manipulations needed to solve more complex equations and simulations. Students will study quadratic, logarithmic and trigonometric functions; inequalities; absolute value; and real and imaginary numbers.

**Equipment needed:** A graphing calculator (TI-83 Plus, or better).

### **GEOMETRY**

MAT301/302 (Semester)

Credits: 1.0 Math/0.5 per quarter

#### **Course Description:**

Geometry provides students with experiences that deepen the understanding of two and three-dimensional objects through logic and modeling; and includes work with probability. Deductive and inductive reasoning, as well as investigative strategies, are stressed to enhance the development of problem-solving skills.

### **FINANCIAL ALGEBRA/BUSINESS MATH**

MAT368/369 (Semester)

Credits: 1.0 Math/0.5 per quarter / College credit may be available

#### **Course Description:**

This class may fulfill the third-year math requirement needed for graduation **if** parent/guardian and school approval are obtained. College credit may be available. In this math course, students increase their math understanding and skills by working with real-world financial situations and problems. Financial Algebra engages students as they grow in mathematical maturity and expertise throughout their high school years which will help them to succeed in the

new global economy. Topics include: Stock Market, Banking Services, Income Taxes, Independent Living, Consumer Credit, Preparing Budgets, and Employment Basics.

Learning Recommendation: Completion of Algebra 1 and Geometry OR concurrent enrollment in Geometry.

## **PHYSICAL AND HEALTH EDUCATION**

### **Courses Available**

Health

Physical Education

Yoga

Walking / Conditioning

### **HEALTH**

PHE301(Quarter)

Credits: 0.5 Health

#### **Course Description:**

The emphasis in this course is to provide information to help students make responsible decisions concerning their lifestyle. Different topics and strategies related to healthful living will be discussed. Introduction to health, anatomy and function of the brain and nervous system, mental health and mental disorders, stress, anatomy and function of the cardiovascular system, heart disease, nutrition, physical fitness, addiction to drugs, alcohol and tobacco, cancer, sexuality education, communicable diseases including HIV and AIDS, and first aid. Learning will be demonstrated through written tests, projects, group presentations, and daily class participation.

### **PHYSICAL EDUCATION**

PHE100 (Quarter)

Credits: 0.5 PE

#### **Course Description:**

Students will be provided with experiences that prepare them for a lifetime of sports and fitness. This course will allow students to advance their knowledge in rules, skills and strategies in a variety of team and individual sports. Team sports included are: softball, football, soccer, hockey, basketball, volleyball, and team handball. Individual activities included are: tennis, pickle ball and bowling. Students will be involved in numerous tournaments and a decathlon competition. Learning will be demonstrated through written quizzes, skills tests and teacher observation.

### **YOGA**

PHE476/477 (Quarter)

Credits: 0.5 PE

#### **Course description:**

This course is designed to introduce students, safely and accessible, to the basic postures, breathing techniques, and relaxation methods of yoga. Students will begin to experience the benefits of stretching, moving, and breathing freely as they relieve built up stress, learn to relax, and ultimately get more out of day to-day life.

### **WALKING/CONDITIONING**

PHE480/481 (Quarter)

Credits: 0.5 PE

Course Description:

Enjoy the numerous health benefits that walking provides. Walking is effective in managing weight, lowering blood pressure, boosting the immune system, lowering stress levels and elevating overall mood and sense of well-being. Join us as we walk designated routes on and off campus. Our path will take us up and down hills, through parks and forested trails. We will monitor blood pressure, pulse rate, calories burned and number of steps as we progress toward our individual goals of improved fitness. Walking is for life.

## SCIENCE

### Courses Available

Biology  
Physical Science  
Earth Space Science

Environmental Science  
Marine Science

### **BIOLOGY**

SCI201/202 (Semester)

Credits: 1.0 Lab Science Credit

#### Course Description:

Biology is a year-long laboratory-based science course. This course covers the following topics: the study of living organisms from a molecular to system level, their interrelatedness with their environments, their similarities in life processes, unity and diversity among living things, including heredity, evolution, ecology and human impacts on ecological systems. Engineering is embedded throughout the course. This course meets one of the three science credits required for graduation and is aligned to the Washington State 2013 K-12 Science Learning Standards (NGSS).

### **PHYSICAL SCIENCE**

SCI101/102 (Semester)

Credits: 1.0 Lab Science Credit

#### Course Description:

Physical Science is a year-long laboratory-based science course. This full-year in an overview of traditional concepts in chemistry (1 semester) and physics (1 semester). In chemistry students will determine properties of matter including atomic structure and electron patterns; model, explain and investigate chemical reactions; and develop representations of chemical processes and reactions. In physics, students will develop an understanding of matter, force and momentum, energy, and the physical universe including electromagnetic radiation and wave science. Engineering is embedded throughout the course. This course meets the algebra-based science course requirement for college entrance. It is aligned to the Washington State 2013 K-12 Science Learning Standards (NGSS) and meets one of the three science credits required for graduation.

Learning Recommendation: Successful completion of, or concurrent enrollment in Algebra 1; or Teacher Recommendation

### **EARTH SPACE SCIENCE**

SCI111/112 (Semester)

Credits: 1.0 Lab Science Credit

#### Course Description:

Earth Space Science is a year-long laboratory based science course. Students will study modern astronomy, geologic processes, and climate science; including the scientific principles governing these processes and their historic and future effect on society. Astronomy covers topics about the Big Bang, life cycle of stars, motion of the solar system, patterns caused by Earth's movement in the solar system, and the supporting physics. Geology includes the extent of geologic time, the natural processes affecting change on earth, and asks students to think critically about how Earth's major systems interact. Climate science includes how the climate

system works; what factors cause climate to change; how scientists use models, observations, and theory to make predictions about future climate; and the possible consequences of climate change for our planet. Engineering is embedded throughout the course. This course is aligned to the Washington State 2013 K-12 Science Learning Standards (NGSS) and meets one of the three science credits required for graduation.

### **ENVIRONMENTAL SCIENCE**

SCI401/402 (Quarter)

Credits: 0.5 Science

#### **Course Description:**

Environmental science is a course designed for students who are very interested in helping to provide a safe pollution free environment for future generations. Students will select topics that they are passionate about and present them to the class. Together as a group we will be sharing research and looking deeply into many current environmental issues. This course is designed to give students an opportunity to develop research and presentation skills.

### **MARINE SCIENCE**

SCI231/ 232 (Quarter)

Credits: 0.5 Science

#### **Course Description:**

Marine Biology focuses on the living environment of our world's oceans, from the tidal animals at our local beaches to the deep sea creatures in the arctic waters. We will conduct experiments and explore data about the chemistry, physics, and biology of our oceans. We'll focus on current issues and events in the marine sciences, such as climate change and plastic pollution, with a focus on engineering solutions.



## **SOCIAL STUDIES**

### **Courses Available**

World History 9: Foundations of the Modern World

World History 10: Modern World History

US/WA History Social Studies 11

Civics, Economics, and Contemporary World Problems: Social Studies 12

World Geography

Ethnic Studies

### **WORLD HISTORY 9: FOUNDATIONS OF THE MODERN WORLD**

SOC101 (Semester)

Credits: 0.5 Social Studies

#### **Course Description:**

This is a semester-long foundational course in social studies that builds critical thinking skills and prepares students to understand the civics, geography, economics and history of the world in which they live. In this course, students will understand themes and developments in the areas of: global expansion, encounter and contact, major world regions and understanding of cultural roots, analysis of how cultures and cultural groups have shaped world history and how this can help students address and understand world problems today. Common Core skills that will be addressed include: critical reading, analyzing sources, comparing multiple points of view, and clear and coherent writing to prepare students for the rigor and demands of upper level course work.

### **WORLD HISTORY 10: MODERN WORLD HISTORY**

SOC201/202 (Semester)

Credits: 1.0 Social Studies/0.5 per quarter

#### **Course Description:**

Students in Modern World History will examine history, geography, economics and civics in the modern world. Building on the ninth-grade course, Foundations of the Modern World, students will examine the themes of revolution and change, international conflict, emergence and development of new nations, the development of democracy and the role of human rights. As a part of this work, students will understand the impact of various forms of government on people past and present, the relationships and tensions between national interests and international issues, how command and market economies shape societies, and will evaluate human interactions with the environment across the world. This knowledge and awareness of modern world history will help students to address and understand world problems today. Our students can understand and apply knowledge of government, law and politics from world history that connect to our nation's foundational documents, principles and United States history. Students will build on the Common Core skills established in ninth grade, preparing students for the rigor of upper level work.

### **US/WA HISTORY SOCIAL STUDIES 11**

SOC320/321 (Semester)

Credits: 1.0 Social Studies/0.5 per quarter

#### **Course Description:**

Eleventh grade U.S. History is a required year-long course that focuses on the skills of analysis, comprehension, and research with the goals of understanding the politics, economics,

geography and history of this country from a variety of perspectives. Students will study the history of the United States from the 1890s to the present, beginning with a review of American ideals, principles and documents. Themes and units of study include, but are not limited to, industrialism and the emergence of the U.S. as a world power; reform, prosperity, and economic depression; world conflict, international relations, and globalization; political, social and economic issues; and Washington State history. Students will use critical thinking skills to analyze multiple sources and evaluate their reliability in order to create, support and communicate a well-argued research thesis. Successful completion of this course also satisfies the Washington State history graduation requirement.

### **CIVICS, ECONOMICS, AND CONTEMPORARY WORLD PROBLEMS: SOCIAL STUDIES 12**

SOC405/502 (Semester)

Credits: 1.0 Social Studies/0.5 per quarter

#### **Course Description:**

Senior History is a year-long examination of civics and contemporary world issues where students apply their cumulative Social Studies knowledge and skills. First semester is dedicated to the exploration of contemporary U.S. civics. Topics will include: the organization and procedures of federal, tribal, state, and local governments; the rights and responsibilities of citizens; key societal values; current issues; and the electoral and naturalization processes. Second semester brings in key economic concepts to the exploration of contemporary issues. Topics include micro and macroeconomics, economic systems, monetary policies, economic cycles, and market economies that allow students a greater understanding of contemporary world issues like wealth and poverty.

Throughout the course, students will apply research and Common Core skills to complete a senior level CBA (classroom based assessment) that reflects their learning throughout the course.

### **HISTORY CATCH-UP**

SOC101/201/202/320/321/401/402 (Quarter)

Credits: 0.5 Social Studies

Grade Level: 9 – 12

#### **Course Description:**

This course is designed to help those students who need credit retrieval in history credit.

Course will vary based on students' needs and size of class. Topics will touch on issues that affect World History, U.S. History, and Econ/Civics. Students will explore units of discussion that have historical and current context.

### **WORLD GEOGRAPHY**

SOC105 (Quarter)

Credits: 0.5 Social Studies

Grade Level: 9

#### **Course Description:**

Have you ever stopped to think about how the geography of a region shapes its economy, government, and sometimes even the religion? This class will take the students through the continents while learning about the culture, landforms, climates, and resources. Students will develop geographic thinking skills by studying the “why of where” as they examine the interactions, interconnections, and implications of forces shaping our world today.

**ETHNIC STUDIES**

SOC407/408 (Quarter)

Credits: 0.5 Social Studies

Grade Level: 11 – 12

**Course Description:**

Ethnic Studies is an in-depth look at how American civics and current world problems impact student lives with a special emphasis on social justice. In this semester-long course, students will explore how power influences the historical interaction of race, economics, and law at the individual, community, and national level. Students analyze how their identity and culture is impacted by economic principles and law differently with the ultimate goal of empowering students to share their voice within their community.

## ADDITIONAL OFFERINGS

### Courses Available

Entry  
Family  
Silent Reading  
Leadership  
Independent Reading  
Philosophy

Psychology  
INSTEP  
Teacher or Library Assistant  
Competency Based Learning  
Work Based Learning

### **ENTRY**

MIS103 (Quarter)  
Credits: 0.5 Elective

#### Course Description:

Students who enter Scriber Lake High School start in the Entry Program. There are two programs. One for ninth graders and one program for 10th-12th grade students. Three guiding questions are the backbone of the program: Who Am I?, Where Am I Going?, and What Do I Have to Declare? As students answer these questions, they complete a series of assignments and projects, many of which involve writing and hands-on learning. Students also discover their academic and vocational strengths as well as focusing on their own individual personal growth. 100% attendance, responsible behavior and appropriate language are expectations for students in the program. Students must pass the Entry Program to stay at Scriber Lake High School.

### **FAMILY**

ALT095 (Quarter)  
Credits: 0.1 Elective

#### Course Description:

Family is homeroom/advisory class. Family is a place for students to make a connection with others at Scriber by getting to know family members through listening, discussing, and celebrating. It is a place to practice good listening skills and appropriate language and behavior. It is also a time to make a connection with your family teacher, who is willing to help you be successful at SLH by supporting you, encouraging you and by making parent contacts.

### **SILENT READING(SSR)**

MIS041/042 (Year)  
Credits 0.1 Elective

#### Course Description:

Sustained Silent Reading is a 20-minute program designed to allow students time for pleasurable reading and to further this lifelong skill. This practice is to further a lifelong love of reading. Any school-appropriate book, magazine, or newspaper is allowed. Reading materials may be brought from home or public library and kept in the classroom. Students need to keep a daily reading log to earn credit. No talking is allowed.

### **LEADERSHIP**

MIS128/129 (Quarter)  
Credits: 0.5 Elective

#### Course Description:

Leadership is an opportunity for students to develop innate leadership skills and practice leadership in different and interesting ways. Leadership applies to personal, school community, local community, state, country and world. We will focus mainly on our own lives and the school community. With teacher guidance, students will choose projects throughout the quarters, and grading rubrics will be created collaboratively. Personal interests and styles will be integrated with the project designs. Different leadership styles will be explored and historical figures will be critiqued. Interpersonal skills involved in leadership will be emphasized. Additional curriculum facets will be incorporated using the workbook and through class explorations.

### **INDEPENDENT READING**

MIS801 (Quarter)

Credits: .25 Elective Credit for Every 1,500 Pages Read

In this class you will have the opportunity to earn .25 English or Elective credits for every 1,500 pages you read. Throughout this class you will also do book talks, write a review, create a display for your book, or do another creative project to demonstrate what you have read. These will be done periodically across your 1,500 pages. What you read is up to you. It can be a book from the school's library or one you have at home. Only physical books will qualify for this course.

### **PHILOSOPHY**

SOC471 (Quarter)

Credits: 0.5 Elective

#### Course Description:

This course will take students on an exciting adventure that covers more than 2,500 years of history! Along the way, they will run into some very strange characters. For example, read about a man who hung out on street corners, barefoot and dirty, pestering everyone he met with questions.

Students will learn about another eccentric who climbed inside a stove to think about whether he existed. Despite their odd behavior, these and other philosophers of the Western world are among the most brilliant and influential thinkers of all time. As they learn about these great thinkers, they will come to see how and where many of the most fundamental ideas of Western Civilization originated. Students will also get a chance to ask themselves some of the same questions these great thinkers pondered. By the time they "closed the book" on this course, students will better understand themselves and the world around them...from atoms to outer space...and everything in between.

### **INSTEP**

PHE304/SCI402/ART103/ENG413/PHE101 (Quarter)

Credits: 0.25 Health/0.25 Environmental Science/0.25 Beginning Fine Arts/ 0.25 English 12 & 0.5 PHE

Fee: \$50

Grade Level: 11 – 12

#### Course Description:

INSTEP is an all-day class full of activities and programs focusing on the natural environment and our interactions with it. This class will encourage learning through having fun, trying new things, pushing beyond old limits, and looking at the world around us in new ways. Students will be active by hiking, climbing, camping, swinging from ropes and rappelling.

Students will participate in-group activities and learn by hiking and climbing through old growth forests, collecting and identifying plants, practicing first aid, discuss issues and skills with professionals, and work to help the group, the community, and the environment. Students will be productive and demonstrate safe wilderness skills, identify trees and flowers and learn journaling, art and poetry in order to build a portfolio.

### **TEACHER OR LIBRARY ASSISTANT**

AST100/AST700 (Quarter)

Credits: 0.5

Prerequisite: Teacher permission required

#### **Course Description:**

Working with the Librarian, students will shelve books, straighten shelves, and do other tasks to help keep the library running smoothly. Teacher's assistants will help with photocopying, homework management, and other tasks to help them in the classroom.

### **COMPETENCY BASED LEARNING (CBL)**

MI800Q (Quarter)

Credits: Varies according to contract

#### **Course Description:**

Scriber students may work independently on contracts in most subjects to catch up on credit or get ahead in credit. Students may enroll in a CBL class or take a CBL contract in addition to their regular load of classes. Students are not able to take an independent contract if the course is available within the regular schedule. Students must have completed ENTRY and be on Green Status in order to take a contract in addition to the regular full-time class load.

### **WORKSITE LEARNING**

WRK100

Credit: Varies based on work hours

#### **Course Description:**

Worksite Learning is a paid or non-paid student learning experience that occurs at a qualified, worksite outside the classroom in which the student performs tasks in order to gain identified skills, competencies, qualification, or certification as part of their educational program and plan. In a paid experience, an employer/employee relationship exists, and the work performed by the student results in a net increase in productivity or profitability for the business or organization. In a non-paid experience, the student serves as an intern, and no appreciable benefit is rendered to the business or organization as a result of the student's work.